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ABSTRACT

This report concerning the Louisiana social studies program begins with the process of analyzing and evaluating the current state of affairs in social studies education with a view toward reform. After the introduction, general sections follow to define social studies and to provide a historical and philosophical perspective on the social studies. More specific sections cover the State Constitution and statutory provisions with specific citations of Title 17 of the Louisiana Revised Statutes of 1950 that relate to the organization, leadership, and implementation of education in Louisiana. A section of the regulations of the Louisiana State Board of Elementary and Secondary education provides important references on the public policy, administrative, curricular, and instructional basis for the Louisiana program. The next section presents three goals for the comprehensive social studies curriculum development project. A list shows 12 current curriculum and instructional guides issued by the Louisiana Department of Education. A chart displays the enrollment in social studies courses by the number of classes, teachers, and students. A description of teacher certification outlines minimal requirements. Public accountability and professional decision-making are the basic functions of the Louisiana Educational Assessment Program (LEAP). An extensive list of Louisiana social studies leaders, a description of 12 social studies programs and activities, a calendar of social studies related activities, and a list of six organizational resources conclude the report. (CK)

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THE STATUS OF SOCIAL STUDIES IN LOUISIANA SCHOOLS

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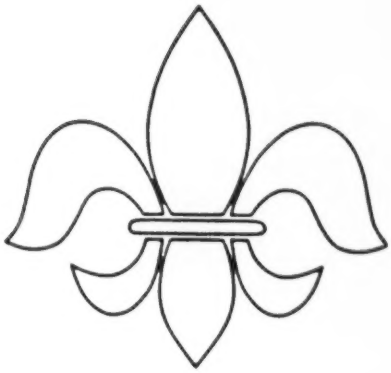

A REPORT
COMMISSIONED BY
THE LOUISIANA COUNCIL FOR THE SOCIAL STUDIES
1993

SO 023 942

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PREFACE

This publication was commissioned in 1993 by the Louisiana Council for the Social Studies (LCSS) in 1993, the state affiliate of the National Council for the Social Studies (NCSS). The LCSS received an inquiry from the State Department of Education staff concerning the desirability of having a document that would provide basic information concerning the status of social studies in this state. After consideration, the Executive Committee of LCSS adopted a motion in support of the idea, approved the creation of such a status report under the aegis of the Council, and provided the fiscal support for project expenses.

This status report will serve two fundamental purposes. First, it will be an initial, basic reference on Louisiana social studies, since no other document like it currently exists. It is designed to address the needs of a wide audience of social studies educators who wish and need to have primary, practical information concerning the Louisiana social studies program. These educators include classroom teachers (particularly teachers of social studies), school-based administrators, central office instructional and curricular specialists, college/university staff, consultants, and - occasionally - members of the general public concerned with education.

The second purpose for the document is to begin the process of analyzing and evaluating the current state of affairs in Louisiana social studies education with a view toward reform. A powerful, politically-driven educational reform movement is presently underway in this nation. As a result of that movement, major initiatives have begun to "reform" education by creating national standards in most major areas of the common school curriculum. These national curriculum/content standards, intended to define what students should know and be able to do, should be the broad, powerful reference point for the creation of state curricular frameworks in various areas, including social studies.

In anticipation of these emerging national standards and as a reasonable reaction to them, some form of critical assessment of our state's social studies program should take place. This document is intended in part as that first critical step in the process of critical self-examination, a process driven by key questions. What are the philosophical, theoretical, and conceptual underpinnings for social studies? What are the beliefs within the educational community about its role, function, and value? How is social studies defined in Louisiana? What is the vision of social studies? What is its mission? What is its legal status? What are its goals? How is it structured? What are its most active components? Who are its leaders? What is a social studies professional? What resources are available to support social studies instruction?

This document is intended to ask and answer these first necessary questions concerning the status of social studies in this state. The answers to these questions will help to initiate a more sophisticated discourse among Louisiana educators about how to implement more appropriate and systemic reforms that will yield clear, powerful, and valued social studies programs in Louisiana.

As noted, this document is intended as an initial structural analysis of social studies education in Louisiana to provide the basis for more critical, subsequent evaluations. Consequently, the document will provide more data and information concerning Louisiana social studies than reflective discussion. By necessity, some references and contextual information will be drawn from national, general information concerning education rather than from Louisiana-specific sources. Information in the document will be fairly static while other information and data will be changed as they become available. Finally, the structure and format of this document have been designed and created to allow for at frequent review and revision and to up-date data and information to encourage further critical analysis.

Above all, the document is intended to be a catalyst for discussion and dialog concerning social studies education and its role in the education of the children of this state. A robust, vital social studies program is created only through thoughtful, rational discussion and dialog that present clear positions, well-developed concepts and principals, and a sense of unity of vision, mission, goals, and purposes. This status report is intended to be the focal point for that dialog and the continuing evolution of the Louisiana social studies program.

ACKNOWLEDGEMENTS

This document is a creation of the Louisiana Council for the Social Studies; it is provided as a service to its members for their continuing professional development.

Initial consideration and approval for this document was given by the 1992-93 LCSS Council Officers, who included the following:

Louis Lloyd - President;
Robert Rome - President-Elect;
Betty Hathorne - Immediate Past-President
Carroll Dugas - Vice President;
Jane Wilson - Secretary;
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Roberta Boudreaux - Parliamentarian;
Wilma Longstreet - LCSS Journal Editor;
Loretta Hargroder - Newsletter Editor;
John L. Alexander- NCSS Board Representative; and
JoAnn Cangemi - NCSS and Southeast Regional Conference Representative.

Special recognition is extended to William J. Miller, Louisiana Department of Education Liaison to the LCSS, who was the primary author of this document.

Appreciation and thanks are extended to everyone involved. Their support and critical comments were greatly appreciated.

INTRODUCTION

Discussing the social studies is perplexing, since there are various definitions, descriptions, and characterizations concerning the fundamental nature of the social studies. Indeed, there is significant concern whether social studies is a discipline at all or simply a collection of discrete areas within a curriculum loosely gathered under the rubric of social studies. As noted in a fairly recent publication, "Social studies . . . is more a collection of information and skills drawn from a set of related disciplines than a subject to be taught." (Betts, 1991) Determining then what it is that we are presenting is this document's initial, challenging task.

DEFINING THE SOCIAL STUDIES

Central to the task of evaluating the status of the social studies is defining what the social studies is. That, however, is a daunting task, which can and does generate a range of responses from thoughtfully crafted conceptualizations by scholars to cynical denials that there is or ought to be a social studies.

Consider for example these statements concerning the social studies.

". . . such is the unity of all things that the first sentence on instruction in the social studies in the schools strikes into a seamless web too large for any human eye." (Beard, 1963)

"If the social studies is what the scholars in the field say it is, it is a schizophrenic bastard child." (Barr, Barth, Shermis, 1977)

For the purposes of this document, it is useful to have some sense of the scope of definitions for social studies.

"The Social Studies are the social sciences simplified for pedagogical purposes." (Wesley and Wronski, 1958)

"The social studies is an integration of experiences and knowledge concerning human relations for the purpose of citizenship education." (Barr, Barth, & Shermis, 1977)

"Social studies is that part of the kindergarten through 12th grade curriculum concerned particularly with knowledge of history, geography, and civics, and with the activities of participatory citizenship." (Parker, 1991)

"Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." (NCSS, 1993)

The definitions of social studies are clearly diverse and represent important, but divergent thinking, perspectives, and philosophical positions concerning the social studies. Compounding the definitional dilemma is the large, common discrepancy between the espoused, official, and scholarly definitions of the social studies and the practiced social studies of the school classroom. The intellectual and conceptual fragmentation in definitions wreak havoc when applied to the implementation of social studies programs and the ordinary classroom situation, where teachers seldom consider esoteric definitional issues.

HISTORICAL PERSPECTIVES ON THE SOCIAL STUDIES

Prior to the American Civil War, the term social studies as we generally appreciate it did not exist. Its evolution in the curriculum began in the late eighteenth century as educational reformers and the public attempted to develop a public school curriculum appropriate for the emerging urban-industrial era. Particularly important to these reformers was the creation of a cultural standardization process within schools that would help "Americanize" newly arrived immigrates. As a complement to the traditional 3Rs, history and civics were particularly useful in assimilating the children of these newly arrived immigrants.

Two important steps were taken in the late 19th century to formalize the social studies curriculum. First, in 1893 and 1899, historians, educators, and schoolteachers examined and recommended the place of history and other social science areas within the curriculum. These reports contributed greatly to the initial uniformity of the social studies within school curriculum. In 1916, *The Social Studies in Secondary Education* was published by the National Education Association; it effectively established the secondary social studies program. The document was especially influenced by John Dewey and James Harvey Robinson, who believed that history and other social studies courses should be harnessed to the task of addressing current problems. "In brief, both scholars argued that the rationale for social studies was its role in preparing citizens for a democratic society." (Thornton, 1993)

The evolution of the social studies was greatly influenced by the general educational movements of the early 20th century. Particularly important to the social studies were the influences of historians who advocated their area as the core of the social studies curriculum; John Dewey and the emergences of instrumentalism and pragmatism; the new, specialty areas of study called the

social sciences; and the emergence in the 1930's of the expanding horizons configuration in elementary social studies, which is associated with Paul Hanna. These influences remain powerful influences on the social studies even until today, where they either generate stability or create conflict among those seeking to advance the social studies.

The term "social studies" first emerged during this period and is associated with the pioneering work of George Counts, Edgar Wesley, and Harold and Earle Rugg. Particularly because of the work of Earle Rugg, the National Council for the Social Studies (NCSS) was formed in 1921, first within the American Historical Association and later as a separate entity. (Barr, Barth & Shermis, 1997)

Difficult philosophical issues and problems faced the social studies in the 1940's to the 1950's. Added to the lingering conflicts between historians and social scientists, pragmatists and instrumentalists and realists and idealists, and progressives and traditionalists were newer issues related to the affective dimension of social studies and the difficult problems with addressing value and moral issues and beliefs central to effective citizenship education.

With the New Social Studies of the 1960's came a relatively brief burst of energy, reform, and renewal. Greatly influenced by Jerome Bruner's *The Process of Education* (1960), the New Social Studies gave great attention to the structure and modes of research used by historians and social scientist, essential concepts associated with the respective disciplines, and inquiry based learning. With some rare and modest exceptions, the New Social Studies faded away rather quickly by the late 1970's and little evidence of its presence or impact can be found today.

Critics point to several reasons why the movement had only such a modest impact and short-term presence in the social studies. Prominent among these reasons

was the failure to acknowledge the importance of teacher participation in the creation of the many New Social Studies courses that emerged during the period. College/university social scientists and historians who designed the highly touted and sophisticated courses (*High School Geography, Sociological Resources for the Social Studies, Man: A Course of Study; the Carnegie-Mellon History Program*, etc) were accused of creating "top down" curricula that failed to understand and appreciate the "real" world of teachers properly. Critical to implementation of the curricula was the need by teachers to have highly sophisticated inquiry teaching skills and to have powerful content mastery; both were generally missing among teachers at the levels expected by the curricular designers. Also contributing to the demise of the New Social Studies was the controversial nature of its affective components, which required decisions to be referenced back to clear, well-developed moral and value principals. For many traditionalists and reactionary politicians, examination of values and morals was an unacceptable intrusion by the State, through its schools, into the personal lives and beliefs of people. Too late, curriculum developers and reformers realized the complex long-term nature of the change process and the complexity of education reform.

The social studies generally languished until the early 1990's when a powerful national educational reform movement emerged. The movement's political leadership initially came from the nation's governors and later by both Presidents Bush and Clinton. The catalyst for the movement was primarily the fear of losing international economic competitiveness. The movement now features the creation of new world-class national standards addressing content, assessment, system delivery, and opportunity to learn. These standards are envisioned as the criterion against which state and local curriculum, instructional, and accountability systems will be built. Among the standards evolving are those in history, civics and government, geography, economics, and social studies. The odd place of social studies standards juxtiposed to the other areas that are supposed to be its constituent parts is another, most recent example of the

remarkable confusion over the nature of the social studies. In concept and defintion, it appears that the social studies continues to westle with the fundamental issue of its identify and the failure of the general and educational communities to envision and understand it clearly.

PHILOSOPHICAL PERSPECTIVES ON THE SOCIAL STUDIES

A number of philosophical positions and ideologies are available to use as fundamental frameworks in considering social studies curriculum. Among these are

- Rational Humanism
- Developmentalism
- Reconceptualism
- Critical Theory
- Multiculturalism

THE BASIS FOR SOCIAL STUDIES IN LOUISIANA SCHOOLS

Constitutional Provisions

Article VIII of the Louisiana Constitution of 1974 includes provisions for a system of public and non-public education in the state. Since the United States Constitution does not provide for a system of public education, Article VIII is the foundation upon which Louisiana education rests. Article VIII specifically states,

"The goal of the public education system is to provide learning environments and experiences, at all stages of human development, that are humane, just, and designed to prompt excellence in order that every individual may be afforded an equal opportunity to develop to his full potential."

The Article VIII goes on to invest the Louisiana Legislature with the plenary power to provide for a public education system. "The legislature shall provide for the education of the people of the state and shall establish and maintain a public educational system."

With its plenary authority from the Constitution, the Legislature has enacted a number of important statutes to implement that system of education.

Statutory Provisions

The following are specific sections from Title 17 of the Louisiana Revised Statutes of 1950 that are related to the organization, leadership, and implementation of education in Louisiana.

- The State Board of Elementary and Secondary Education, created by Article

VIII of the Constitution of 1974, shall have jurisdiction and exercise supervision, and control over public and non-public education in Louisiana.

- The State Board shall prescribe and adopt and shall exercise control and supervision over the distribution and use of free school books and other materials of instruction for use in elementary and secondary schools and special schools and shall adopt necessary rules and regulations governing their use by schools, parish and city school boards, and parish and city superintendents of education.

- The State Department of Education shall approve each public elementary and secondary, vocational-technical, and special school in the state under the jurisdiction of the Louisiana State Board of Elementary and Secondary Education in accordance with minimum standards submitted by the State Department of Education and approved by the board.

- There shall be a superintendent of education for public elementary and secondary education, hereinafter sometimes referred to as the superintendent, who shall execute and implement those educational policies and programs which are under the supervision and control of the board.

- Louisiana Competency-Based Education Program; statewide curriculum standards for required subjects; Louisiana Educational Assessment Program; parish or city school board comprehensive pupil progression plans

√ As used in this Section, the following words, terms, and phrases shall have the meaning ascribed to them in this Subsection, except when the context clearly indicates a different meaning:

√ "The Louisiana Competency-Based Education Program" means the coordination of all existing statutory provisions and State Board of Elementary and Secondary Education policies and guidelines to be implemented by the Department of Education which affect pupil performance with the development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools of this state, the complete implementation of the Louisiana Educational Assessment Program, the involvement of all federal instructional programs, vocational programs, special education programs, and teacher education programs in this state, and the pupil progression plans for the public elementary and secondary school systems of this state.

√ "The statewide curriculum standards for required subjects" means the required subjects to be taught, curriculum guides which contain grade appropriate skills and competencies, suggested activities, suggested materials of instructions, and minimum required time allotments for instruction in all subjects.

√ The Department of Education, with the approval of the State Board of Elementary and Secondary Education and the Louisiana Legislature, shall begin the Louisiana Competency-Based Education Program, and the recommended effective date shall be January 1, 1980, and said program shall have as its purpose the coordination of all statutory provisions and State Board of Elementary and Secondary Education policies and guidelines to be implemented by the Department of Education which affect student performance.

√ The Department of Education shall, with the approval of the State Board of Elementary and Secondary Education, as part of the Louisiana Competency-Based Education Program, develop and establish statewide

curriculum standards for required subjects to be taught in the public elementary and secondary schools of this state; however, no such standards or scores shall exceed any national average standards, scores, or percentile ranking.

Social Studies: Specific Citations in Title 17

154. The branches of spelling, reading, writing, drawing, arithmetic, geography, grammar, United States history, and health, including alcohol, tobacco, drug, and substance abuse prevention and education, shall be taught in every elementary school. In addition to these, such other branches shall be taught as the state board of education, or the provisions of the state constitution, may require.

261. Constitution of the United States

Regular courses of study on the Constitution of the United States shall be given, beginning with the eighth grade and continuing thereafter, in all the public schools, high schools, colleges, universities and other educational institutions supported wholly or in part with the public funds of the state or of any political subdivision thereof.

The state board of education or the governing authority of the educational institutional shall enforce the provisions of this Section.

268. Declaration of Independence and Federalist Papers

A. The Declaration of Independence of the United States of America shall be made required study in all elementary schools throughout the state.

B. The Federalist Papers shall be made required study in all the high schools throughout the state.

274. Free enterprise: required course

A. All public high schools shall give instruction in a course in free enterprise as a prerequisite to graduation. Instruction shall be given in accordance with the course of study prescribed by the State Board of Elementary and Secondary Education for at least one semester, equal to one-half unit of credit. The State Board of Elementary and Secondary Education shall prescribe suitable teaching materials for the instruction.

B. As used in this Section "free enterprise" means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than state control and by prices, production, and the distribution of goods that are determined in free manner.

277. Black history and the historical contributions of all nationalities; required study

A. Not later than the 1988-89 school year each public high school shall offer instruction in black history and the historical contributions of all nationalities. Instruction shall be given as prescribed by the State Board of Elementary and Secondary Education.

REGULATIONS OF THE STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION RELATIVE TO SOCIAL STUDIES

The policies and standards of the Louisiana State Board of Elementary and Secondary Education are stated in *The Louisiana Handbook for School Administrators, Bulletin 741*, which is published by the Louisiana Department of Education, and is used to administer public and non-public schools in Louisiana. *Bulletin 741* contains numerous references to the policies and standards required for Louisiana social studies programs. The following are important references to various standards in *Bulletin 741* that provide the public policy, administrative, curricular, and instructional basis for the formal, prescribed Louisiana social studies program.

2.030.00 It shall be the responsibility of each school to formulate a written statement of its philosophy and a purposes.

1.010.00 Each school system shall have written policies governing all school activities as they relate to students, the instructional program, staff, buildings, service, and the curriculum.

2.015.00 The professional staff o the school shall be organized with assigned roles, responsibilities, and authority to provide as structure for implementing school system policies.

2.016.00 To be legally eligible for teaching, administrative, supervisory, or other professional services in the schools of this State, school personnel shall hold a valid Louisiana certificate appropriate to the services rendered.

2.016.01 Full-time secondary certified teachers in schools including grades 6

through 12 (or any combination thereof) may be allowed to teach a maximum of two periods in one subject out of their field of certification if they have earned 12 hours in that subject. Secondary certified teachers shall not teach below the sixth grade level.

2.017.00 All certified and other professional personnel shall be evaluated in accordance with State Department of Education Guidelines.

2.020.00 Staff working conditions shall provide opportunities for fulfilling instructional obligations.

2.026.13 State funds allocated for the purpose of buying textbooks shall be used to buy only books that are on the State-adopted textbook lists.

2.07.00 Instruction shall be supported with adequate and appropriate instructional materials, equipment, and available community resources which support the stated philosophy and purposes of the school.

2.070.02 Each school shall provide textbook materials for each student and shall have proper procedures for selection, storage, and preservation of textbooks.

2.087.00 The curriculum shall provide opportunities for educational experiences which will prepare each student to use basic skills in pursuit of a career and lifelong continuation of learning.

2.087.01 A continuous program of skills, concepts, and instruction shall be planned and implemented.

2.087.02 Each teacher of a State-required subject shall teach the skills and competencies found in each State curriculum guide.

2.087.03 Planning by teachers shall reflect the use of State curriculum guides.

2.087.04 Student performance standards established by the State shall be included in appropriate courses and levels.

2.087.05 The course content shall meet State and local guidelines relative to unbiased treatment of race, sex, roles, religions, ethnic origins, and political beliefs.

2.087.06 The instructional program of each school shall be characterized by well-defined instructional objectives and systematic planning by teachers.

2.087.07 The instructional program shall reflect the selection and use of varied types of learning materials and experiences and the adaption of organizational and instructional procedures to provide for student need.

2.087.08 The instructional program shall reflect the use of varied evaluative instruments and procedures.

2.087.09 Teaching strategies and techniques shall be adjusted to accommodate the types of learners served and their individual learning styles.

2.087.10 Individual differences of students shall be provided for within the educational program in each school.

2.087.12 Assessment of student performance shall be conducted in each course or instructional level, and mastery of concepts and skills shall be verified.

2.090.07 Grades 1 through 8 shall adhere to the following minimum time requirement per subject area regardless of the organizational pattern of the school.

Grades 1, 2, and 3 . . .	Periods Per Week	Minimum Time	Refer to Bulletin
Science and social studies	5	45	1613, 1601
Grades 4, 5, and 6 . . .			
Social Studies	5	45	1601
Grades 7 and 8	5	50/55*	
American Studies, Grade 7			1604
Louisiana Studies, Grade 8 (Minimum time for 6 or 7 period day.)	5	50/55	1605

2.099.02 In addition to completing a minimum of 23 Carnegie Units of credit, the student shall also be required to pass the Graduation Test, . . .

2.099.02 The 23 unites required for graduation shall include 15 required units and 8 elective units;

2.105.21 Three units of Social Studies shall be required for graduation. They shall be American History; 1/2 unit of Civics and 1/2 unit of Free Enterprise; and one of the following:; World History, World Geography, or Western Civilization. The Social Studies course offerings shall be as follows:

Course Title	Unit(s)	Refer to Bulletin
American government	1	
American History	1	1599
Civics	1	1600
Economics	1	
Free Enterprise System	1/2	1598
Law Studies	1	
Psychology	1	
Sociology	1	
Western Civilization	1	1759
World Geography	1	1727
World History	1	1758

This list does not include numerous locally initiate elective course offerings such as:

Remedial Social Studies	1/2 unit
African-American Studies	1/2 unit
Contemporary Issues	1/2 unit

THE GOALS OF THE LOUISIANA SOCIAL STUDIES PROGRAM

The following are the goals of the Louisiana Social Studies Program developed in 1980 for the comprehensive social studies curriculum development project.

- Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge of new situations and data.

- Develops the competencies to acquire, organize, evaluate, and report information for purposes of solving problems and clarifying issues.

- Examines one's own beliefs and values, recognizes the relationship between one's own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of oneself and others, and develops a positive self-concept.

THE LOUISIANA SOCIAL STUDIES CURRICULUM

The following are the current curriculum and instructional strategies guides issued by the Department of Education:

Bulletin Number	Title	Publication Date
1598	Free Enterprise	Revised 1988
1599	American History	Revised 1989
1600	Civics	Revised 1985
1601	Social Studies K-6	1981
1604	American Studies (Grade 8)	1981
1605	Louisiana Studies	Revised 1990
1727	World Geography	1985
1727	World Geography (Map Supplement)	1987
1758	World History	1987
1759	Western Civilization	1987
1780	Acadians of Louisiana	1986
	Social Studies Instructional Strategies Guide	1990

Courses	Classes	Teachers	Students
Elementary Grades			
1991-92	4,612	2,137	115,232
1992-93	4,242	1,966	104,457
6th grade Dept.			
1991-92	581	189	14,477
1992-93	633	224	15,981
7th & 8th Grades			
1991-92	3,242	934	83,168
1992-93	3,407	991	86,040
Electives			
1991-92	151	82	3,077
1992-93	176	95	3,596
Free Enterprise			
1991-92	1,412	552	35,610
1992-93	1,464	552	36,101
Economics			
1991-92	27	16	573
1992-93	24	12	461
World Geography			
1991-92	1,655	673	42,143
1992-93	1,709	685	42,746
Remediation Social Studies			
1991-92	17	14	222
1992-93	10	8	104
World History			
1991-92	896	393	21,143
1992-93	844	368	19,070
Western Civilization			
1991-92	28	21	425
1992-93	22	15	446
American History			
1991-92	1,787	667	44,110
1992-93	1,789	665	43,686
American History (AP)			
1991-92	79	50	1,355
1992-93	79	48	1,450
Civics			
1991-92			
1992-93	1,825	694	44,387
American Government			
1991-92	47	31	885
1992-93	53	33	1,151

TEACHER CERTIFICATION REQUIREMENTS

Teachers must have some form of certification or at least a permit to teach in Louisiana. The regulations for certification are contained in *Bulletin 746, Louisiana Standards for State Certification of School Personnel*, issued by the Louisiana Department of Education. *Bulletin 746* states,

"Certification is a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in the schools under the jurisdiction of the State Board of Elementary and Secondary Education. When based on quantitative requirements, the certification process provides a systematic and nondiscriminatory procedure for the selection of teachers and other school personnel" (*Bulletin 746,* page iii).

The minimal requirements for approved teacher education programs for elementary teachers (grades 1-8) and lower elementary teachers (grades 1-4) for general education include a minimum of 46 semester hours of credit, designed to develop a broad cultural background, is required. In addition, professional education requirements include a minimum of 30 semester hours of credit in professional education courses.

The minimal requirement for approved teacher education programs for secondary teachers for general education include a minimum of 46 semester hours of credit designed to develop a broad cultural background is required. In addition, professional education requirements include a minimum of 27 semester hours of credit in professional teacher education courses.

The minimum requirements for the various subject fields, in addition to the general education and professional education listed above, are as follows:

A minimum of 33 semester hours including the general education requirements to be distributed as follows:

1.	History	
	United States History	6 semester hours
	Louisiana History	3 semester hours
	Western Civilization or World History	3 semester hours
2.	United States Government	6 semester hours
3.	Geography	6 semester hours
4.	Economics	6 semester hours
5.	Sociology	3 semester hours

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM (LEAP)

Louisiana has a statewide system of norm and criterion referenced testing to assess student performance. This system is designed for two basic functions: public accountability and professional decision-making. Assessment results are interpreted and used by public officials and citizens to help determine if existing policies and fiscal resources are sufficient to achieve the educational goals of the state. Teachers, principals, curriculum specialists, and other professionals use the results to analyze and evaluate curricular, instructional, and administrative policies and programs. The careful and appropriate application and use of assessment data can be helpful and should be important in making sound decisions at the state, system, school, and individual levels.

The following is a chart of the performance of students at the state-level on two particularly important tests: *The California Achievement Test (CAT)* and the Social Studies Section of the *Louisiana Graduation Exit Examination (GEE).*

Percent of Regular Education Students Scoring Above the 50th National Percentile:
Grades 4, 6, and 9

Grade 4:					
1988	**1989**	**1990**	**1991**	**1992**	**1993***
38.7	42.8	44.6	45.8	46.4	47.4
Grade 6:					
46.2	42.9	48.2	48.8	50.3	40.4
Grade 9:					
42.4	44.2	44.8	45.9	44.7	n/a

Note: Between 1989 and 1992, the *CAT Form F* was used in Louisiana. Beginning

for the first time in 1993, the *California Achievement Test Fifth Edition - CAT/5*; was used for state testing. The social studies subsection of the *CAT/5* is substantially different from previously used CAT tests. Also, because of budget reductions, no ninth grade CAT test was administered.)

Graduation Exit Examination:

Number of Students Tested and number of and percent attaining and not attaining the state Scaled Scored performance standard:

April 1993

Regular Education	Special Education	Limited English	Total
35,960	864	283	37,089
32,347 (90)	530 (63)	197 (70)	33,074
3,613 (10)	316 (37)	86 (30)	4,015

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SOCIAL STUDIES PROGRAMS AND ACTIVITIES
(1993-94 School Year)

Louisiana has a large and rich assortment of extra and co-curricular programs that complement the academic program. Listed here are some of these programs with annotations concerning their purpose.

Program: Social Studies State Fair
Address: P.O. Box 77736 Baton Rouge, LA 70879-7736
Contact: George Allan, Jr.
Telephone: (504) 340-7651
Purpose: To coordinate the 14 regional fairs and conduct the annual state fair

Program: We the People . . . The Citizen and the Constitution
Address: P.O. Box 77736 Baton Rouge, LA 70879-7736
Contact: Catherine St. Amant
Telephone: (504) 922-5475
Purpose: To operate the We the People Project, a Constitutional studies program for elementary, middle/junior, and high school students.

Program: Close-Up
Address: -
Contact:
Telephone: (504)
Purpose: To organize and operate various citizenship education programs particularly educational travel programs to Washington, D.C.

Program: Louisiana Geography Bee
Address: Department of Geography and Anthropology
Louisiana State University
Baton Rouge, LA 70803
Contact: Philip Larimore
Telephone: (504) 388-6183
Purpose: To organize and conduct the annual National Geographic Society Geography Bee program.

Program: William Randolph Hurst Foundation's United States Senate Youth Program
Address: Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
Telephone: (504) 342-1136
Purpose: To advertise and select U.S. Senate Scholarship participants

Program: Louisiana High School Mock Trial Program
Address: Young Lawyers' Section, Louisiana Bar Association
Contact: Lisa Winter, Esq.
Deutsch, Carrigan, Stiles
755 Magazine Street
New Orleans, LA 70130
Telephone: (504) 581-5141
Purpose: To organize and conduct the statewide mock trial program.

Program: Citizen Bee
Address: c/o Louisiana Council for the Social Studies
P.O. Box 77736
Baton Rouge, LA 70897-7736
Contact: Louis Lloyd
Telephone: (318) 236-6893
Purpose: To organize and conduct the annual Citizen Bee Program.

Program: Lawyer in the Classroom
Address: P.O. Drawer 1791
Alexandria 71309-1791
Contact: Steven Willis
Telephone: (318) 445-3631
Purpose: To organize and place lawyers, as legal resources in K-12 classrooms.

Program: Louisiana Bar Association Essay Contest
Address: P.O. Box. 6118
Alexandria 71301
Contact: Carolyn Smiley, Esq.
Telephone: 318 445-6471

Program: Phi Alpha Delta LRE Project
Address: Southern University Law School
Baton Rouge, LA
Contact: Roland Dartez
Telephone: (504) 339-5148
Purpose: To have law students, as partners with teachers, serve as community resources on the law.

Program: Street Law
Address: Loyola University Law School
7214 St. Charles Avenue
New Orleans, LA 70118
Contact: Kathleen Field, Esq.
Telephone: (504) 861-5649
Purpose: To have law students who serve as community resources on the law.

Program: Youth Legislature
Address: c/o Camp Fire, Inc.
4874 Constitution Avenue, Suite 1E
Baton Rouge, LA 70808
Telephone: (504) 924-1344
Purpose: To promote among middle/junior high school students an understanding of the state legislative process.

SOCIAL STUDIES CALENDAR

Each year numerous social studies related activities take place. Many social studies educators set their individual yearly professional schedules. The following is a partial list of social studies related activities:

August

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September

- Citizenship Week
- Constitution Day

October

- Annual meeting of the Louisiana Council for the Social Studies

November

- Annual meeting of the National Council for the Social Studies
  National Geography Awareness Week

December

-

January

- 22 - State We the People Finals
  Baton Rouge

February

- Black History Month

March

-

April

- 25 - Annual Louisiana Social Studies State Fair

May

- 1 - Law Day

June

- 6 - Flag Day

July

-

ORGANIZATIONAL RESOURCES

Louisiana Department of Education
Dr. William J. Miller, Section Administrator
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-1136
FAX (504) 342-4474

Economics America
Dr. Nancy Sidener, Executive Director
P.O. Box 16077
LSU
Baton Rouge, LA 70893
(504) 388-8611

Louisiana Council for the Social Studies
Louis Lloyd, President
P.O. Box 77736
Baton Rouge, LA 70897-7736

Louisiana Geography Education Alliance
Philip Larimore, State Coordinators
Department of Geography and Anthropology
LSU
Baton Rouge, LA 70803
(504) 388-6183

Louisiana Center for Law-Related Education
Maria M. Yiannopoulos, Executive Director
601 St. Charles Avenue
New Orleans, LA 70130
(504) 566-1600

National Council for the Social Studies
Sara Wallace, Executive Director
3501 Newark Street, NW
Washington, D.C. 20016
(202) 966-7840

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